

Carmel Secondary School

Annual School Report

2020-2021

School Address: 55 Chung Hau Street, Homantin, Kowloon, Hong Kong

Telephone: 2714 9385

Website: <http://www.carmelss.edu.hk>

Contents

A. Our School	3
B. Learning and Teaching	
1. Introduction	4
2. Major Concern	4
3. Academic Support Measures	6
4. Looking Ahead	10
C. Support for Student Development	
1. Introduction	10
2. Major Concern	10
3. Looking Ahead	15
D. Achievements	
1. Academic Results	15
2. Awards	16
E. Financial Summary	19

A. Our School

Mission Statement

To provide whole-person, quality education based on Biblical truths to students in the moral, intellectual, physical, social, aesthetic and spiritual aspects of their lives so as to: enhance their academic aptitude; realise their potentials; bring them to know God and understand His Word; and build up their character and self-discipline; that they may grow up in faith, hope and love, hence establish themselves in society, care for their country and community, serve mankind, and glorify God.

School Motto

Self-discipline through the Understanding of the Word
Service to Mankind through Faithfulness to the Lord

Major Concern

Manage Learning, Manage Health and Manage Responsibilities

B. Our Learning and Teaching

1. Introduction

With ‘**Manage Learning, Manage Health and Manage Responsibilities**’ being our developmental highlights in 2020-21, the Academic Affairs Committee (AA) and departments of various KLAs continued to work closely to ‘Manage Learning’, by means of:

- a. fostering School-based Professional Development for Department Heads and Teachers;
- b. conducting Lesson Study

This part will:

- a. highlight the significant academic initiatives in 2020-21 and academic support measures;
- b. review the effectiveness of these initiatives and their impact on learning and teaching;
- c. briefly outline our future direction

2. Major Concern

2.1 Manage Learning – Fostering School-based Professional Development for Department Heads and Teachers

Assessment as Learning (AaL) is the developmental focus of ‘Manage Learning’ and its elements are introduced by stages in four years in 2018-2022, with self-directed learning being the ultimate goal.

In 2020-21, several key elements of assessment were explored through department heads’ meetings and departmental meetings, as well as introduced to students through long assemblies. The following were focused on:

- Time management skills
- Peer feedback for collaborative learning
- Groupwork to foster collaborative learning
- e-learning tools to facilitate group work and distance learning
- Formative use of assessments data

Time management skills including making schedules and prioritising work are very important elements of self-directed learning. Feedback from peers, whether verbal or written, encourages reflection on learning and provides guidance on improvement. Groupwork fosters collaborative learning through providing opportunities for students to work together, reflect on and react to their peers’ ideas. e-learning tools and platform facilitate group work in the classroom as well as in distance learning. Formative use of assessment data provides feedback to teaching effectiveness and follow up work can then

be designed to accurately tackle the learning difficulties of students.

A total of 15 teachers voluntarily formed a reading club and met for 6 times over the school year. The book read and discussed was *Designing Groupwork: Strategies for the Heterogeneous Classroom*. Teachers had fruitful sharing and discussion on the strategies to conduct group work and the difficulties that would be encountered.

A systematic and structured induction course for teachers was run. It consisted of nine one-hour sessions and was designed and conducted by the Vice Principals, with support from the Principal. A total of nine teachers serving in Carmel for less than two years participated. The new teachers were introduced to the vision and mission as well as the school's latest development in both academic and student development aspects, so as to identify with the school culture and work collaboratively with their colleagues.

2.2 Manage Learning – Conducting Lesson Study

Lesson study is an established practice and a valuable means to experiment with curricular and pedagogical initiatives. It facilitates the revision or refinement of the practised secondary curriculum, stimulates reflection, and equips teachers with knowledge and skills applicable to everyday teaching and learning.

2.2.1 Lesson Study on AaL

The identified focus of lesson study aligned with the school-based professional development on AaL, and most academic departments incorporated peer assessment into their lesson design and trial. Four departments shared their experiences with other teachers on the 3rd Staff Development Day in July 2021.

2.2.2 “Diversity at Schools” Project

The English Department collaborated with CUHK's Quality School Improvement Project Team (QSIP) on a two-year “Diversity at Schools” Project and worked on Diversity Management. S5 English teachers conducted lesson study on the teaching of reading. An HKDSE reading passage was chosen and Carmel students' performance, collated in HKEAA's DSE Statistical Report, was analysed to identify problem areas. Strategies of differentiated instruction were then devised to tackle them.

Teachers on the project shared about the lesson design and differentiated strategies in the English departmental meetings, with other colleagues on the 3rd Staff Development Day, and with teachers of other participating schools. A clip on the teaching of a short story at Carmel was produced by QSIP and uploaded onto their website.



Lesson Study on the Teaching of a Short Story

2.2.3 Departmental Experimentation with Group Work Strategies

The Science Department explored the use of group work as a pedagogical strategy to facilitate student learning in S2 Integrated Science. Five units of lesson study were conducted over the school year, and four teachers were involved. Students showed deeper understanding of science knowledge and demonstrated higher order thinking skills when given meaningful group work tasks. The lessons strengthened students' communication and collaboration skills in science inquiries and were enriching professional development experiences for Science teachers.

2.3 Professional Exchange

Professional exchange was made more difficult by the pandemic, though not impossible. It was still much valued and undertaken when opportunity arose.

All teaching staff joined the Joint School Staff Development Day organized by QSIP's "Diversity at Schools" Project on 19 March 2021. Teachers attended seminars and workshops about differentiated instruction and diversity management. Many colleagues commented that the program equips teachers with knowledge to cater for learner diversity.

The Principal, Vice Principal, Assistant Principal, and middle managers of Lok Sin Tong Wong Chung Ming Secondary School (LSTWCM) visited our school on 3 November 2020. Our Principal and Vice Principal (Academic Affairs) shared with them our Carmel Story, ESR experience and school-based professional development initiatives. There was much professional exchange. Our Principal also did lesson observation at LSTWCM and met with its English Department Head and teachers.

3. Academic Support Measures

3.1 Reading Programmes

3.1.1 Junior Nonfiction Reading Programme

This reading programme continued to play a pivotal role in cross-curricular reading and language across the curriculum. A wide range of books were recommended and selected by different academic departments and student development committees and the books progress in difficulty level and length from S1 through S3. Response tasks

encompassing speaking, writing, drawing and papercraft cater for multiple intelligences and learning styles. Elements of self-directed learning are also manifested in the deliberate development of metacognitive habits of mind such as goal-setting, evaluation and reflection. During the period of class suspension, online reading lessons were conducted and more students read the e-books from the school e-library. The checkout record of books was 1147 for S1, 744 for S2 and 252 for S3.

3.1.2 School Library

Reading activities continued to be held by the school library, including an Inter-House Reading Competition (with 61 participants), one bookmark design competition, two Reading Café sessions, S1-S3 short assemblies on the importance of reading and on anecdotes in Hong Kong, and Exploring a New Horizon Reading Award Scheme (with 263 participants).

Due to class suspension, three scheduled book fairs, 4.23 World Book Day game booths and a book crossing activity were cancelled.

Library literacy lessons for S1-S3 students continued to be organized, and they equipped the students with research skills in using library resources. Over 85% of students agreed or strongly agreed that the lessons enhanced their library literacy. The response was encouraging.

The library loan service had to be suspended during the class suspension period. E-books were then promoted. The checkout record of library books was as follows:

	2020-21 (Sep-Aug)	
	Paper books	E-books
S1	1577 (including 1147 from S1 nonfiction reading)	
S2	1092 (including 744 from S2 nonfiction reading)	
S3	423 (including 252 from S3 nonfiction reading)	
S4	129	
S5	456	
S6	526	
Sub-total	4203	7166
Total	11,369	

3.1.3 Book Sharing

Reading was also promoted by academic departments such as Chinese, English and Economics and Business Education Departments. The Story-sharing Corner was launched through Google Classroom. Altogether 823 clips were submitted, and they were given comments and encouragement by teachers and student helpers. 60

students (S1: 23; S2: 37) participated in the activity four times or above and their effort was recognized in their OLE Records.

3.2 English, Chinese, Mathematics and Science Enrichment Classes

Junior enrichment classes for high ability students were theme-based and aimed at enabling students to gain exposure and extend their learning experiences. The Chinese Language classes were primarily on Chinese Literature and Culture, the English Language classes on translation, English Literature, debating and drama, and Science and Mathematics classes targeted external competitions. Students had good participation and enjoyed the lessons. Enrichment classes for weak students were organized to supplement regular lessons, with the focus on clarifying misconceptions and consolidating learning.

3.3 Gifted Education Programmes

Gifted programmes in and outside of school were offered. Thirty-nine students were members of the The Hong Kong Academy for Gifted Education (HKAGE) and eight students were on HKUST's Dual Program.

In-school pull-out programs were organized by academic departments and a number of sessions were held online due to the face-to-face class suspension. Examples of gifted programmes are:

Title of programme	Number of participants	Form	Duration in hours	Objective
English Debating Course	5	S4	45	To train English debaters for various inter-school English debating contests of different levels and formats
English Writing Course	60	S5-S6	24	To equip students with more advanced writing skills including topic analysis, paragraphing, polishing sentence patterns, better vocabulary choice, etc.
Geography Olympiad Training Course	23	S4-S5	7.5	To consolidate students' geographical concepts and prepare them for the Geography Olympiad
Hong Kong Physics Olympiad	13	S4	7	To prepare students gifted in physics for the Hong Kong Physics Olympiad 2021 and

Training Class				provide rich, extended and accelerated training for students gifted in physics
Wonderful microscopic world	10	S4-S5	3	To allow students to visualize cellular structures, moving microorganisms and crystal formation with the use of advanced equipment including WiFi eyepieces & iPads together with microscopes
Business Proposal Writing and Presentation Training Workshop	10	S4-S5	16.5	To enhance students' case analytical skills, presentation and business writing skills and to prepare for related competitions
Advanced algorithms and data structures	14	S4-S6	31	To provide top ICT students with additional classes on advanced ICT related problem solving, investigation and programming skills
Vocal elite training course	11	S4-S5	50	To enhance students' vocal skills and public performing skills and to prepare students for various music contests outside school throughout the year

3.4 Recognition of Academic Achievements

A growing number of students were awarded a Certificate of Academic Merit or Academic Excellence in recognition of their effort in meeting an academic standard. 20.9% of 694 students obtained the Certificate of Academic Merit and 30.2% the Certificate of Academic Excellence (See the actual numbers in each form below). This standards-referenced award system minimized negative competition.

	S1	S2	S3	S4	S5	S6	Total
No. of Awardees of Certificate of Academic Merit (Silver)	19	18	20	21	38	29	145
No. of Awardees of Certificate of Academic Excellence (Gold)	62	44	36	30	24	14	210
Total	81	62	56	51	62	43	355

4. Looking Ahead

With the major concern ‘Manage Learning, Manage Health and Manage Responsibilities’ entering its fourth year in 2021-22, the focus of work will be:

- consolidation of AaL elements including group work and peer assessment and strengthening of assessment literacy
- enhancement of professional development by enriching the new teacher induction course and middle manager training, and reinforcement of lesson study

C. Support for Student Development

1. Introduction

2020-21 was the third year of the School Development Cycle, with the themes set as “**Manage Learning, Manage Health and Manage Responsibilities**”. The Student Development Committee (SD) focused on the latter two domains. The pandemic brought about school suspension, a switch to online learning, and adoption of different timetables using mixed modes of teaching and learning, to name a few. All these heavily affected our school life, but also brought teachers and students alike very meaningful and fruitful experiences. We were awarded ‘創新大獎’ in the *High-Five Student Engagement Award Scheme* (樂繫校園獎勵計劃), proving our efforts in overcoming challenges in such trying times being worthwhile, relevant and effective.

This section will:

- a. review SD’s programmes and activities carried out in 2020-21 in alignment with the major concern “**Manage Learning, Manage Health and Manage Responsibilities**” and give an overall evaluation;
- b. provide a brief outlook for our future development.

2. Major Concern

Highlights of programmes that align with the school major concern:

2.1 Manage Health – Healthy Living

Objective:

- To enable Carmelians to lead a spiritually, physically and mentally healthy life

Monday Morning assemblies involving bible reading and devotion were regularly held, giving both teachers and students a good start of a week. Though disrupted amid the

pandemic, Morning Devotion was still held as usual using a mixed mode, where students across different forms could join in physically or virtually. About 50 of them were awarded the prize of ‘regular attendance’. The school Fellowship was run online in the afternoon, inviting close to 50 students from at least 12 classes to take part constantly. Among them the attendance of S1 was the best. The Gospel Week entitled ‘*Uncertain Future, Unfailing Love*’ saw the good collaboration of the Religious Affairs Committee (RAC) and the Counselling and Guidance Committee (CGC), leading Carmelians to stay positive and faithful in Lord Jesus, and be supportive and connected with one another during the days of uncertainty or even adversity. Another theme week – Week of Religion in the second term – ‘*Having hope in apocalyptic times*’ reinforced the perseverant and positive attitude to adopt in hard times. Our signature events, namely, Carmel Christian Conference in September, Christmas Service, Prayer Day in February and Easter Service, gave timely spiritual support and nutrients to both teachers and students. Every crisis is an opportunity. Despite restrictions due to the pandemic, Small Group Ministry online was even more flexible and the participation rate (23 groups from S1-S6, about 170 students in total) was truly impressive. RAC’s great efforts in promoting students’ spiritual health were indeed evident.

Apart from spiritual health, morning assemblies underscoring strategies to develop positive thinking, values such as gratitude and resilience, and practical ways to prevent post-COVID trauma were held. Various small groups such as S2 & S3 Social Groups, S4 Support Group and Sessions for S6 students were run by Social Workers, the Student Counselor, Counseling and Guidance Committee (CGC) and Career and Life Planning Committee (CLP) respectively. The groups enhanced students’ confidence, self-understanding and mutual trust, and provided tips for handling stress and managing emotion. The S2 group making aroma stones for S5 students and S3 group’s production of micro films on sex education manifested their love for others and unlocked their talents. The *Expressive Art Workshop* throughout the whole year provided ways for students to release pressure and maintain mental health. Career advising for senior form students constantly provided by CLP and its Mini Career Fair co-organized with the Alumni Association helped students with goal setting and spread positivity, relieving students’ stress caused by worries about studying pathways. The latter event held online connected local and overseas alumni from different fields and senior students, and participation was a record high of over 200 headcounts.

Physical health matters a lot. Yet ‘Exercise for Fun’ and ‘Physical Fitness Enhancement’ programmes originally planned could hardly be carried out owing to half-day schooling or online learning throughout the whole year. Being undaunted, our Sports Activities Committee grabbed every chance to promote sports. Clips on eye and physical exercises were uploaded for students to follow. The e-Fit programme was also initiated, in which participants did 7-minute exercise daily. About 300 students enrolled on the programme. More than half of them fulfilled the requirement and top performers each month were

awarded prizes. Physical Sports Days could not be held but a virtual one was run online, with different games hosted by committees of the four Houses. During the post-exam Other Learning Experiences days, teams of students from our school met with their counterparts from other secondary schools at Carmel for frisbee and stacking games. Our passion for sports did not wane.

2.2 Manage Responsibilities – Responsible Citizenship

Objectives:

- To cultivate Carmelians' sense of responsibility, courtesy and care for others, our environment and our city
- To enhance Carmelians' understanding of our country and their sense of belonging
- To stretch Carmelians' leadership qualities

No one is an island. Connectedness weighs much in one's whole-person development. To maintain the overall well-being of students facing such a special academic year, teachers were reminded to help students to have 'sense of time', 'connection', 'sense of purpose' and so forth (Van der Kolk, 2020). That was why the morning assembly time in September was switched to class teacher period. Class teachers made it a platform for students to introduce themselves and share with classmates their hobbies, unique experiences and dreams, promoting positivity and strengthening class bonding. Class teachers also regularly made sunshine phone calls to provide personal guidance and support for students.

Although the S1 Orientation Day in late August was postponed due to the pandemic, S1 students were welcomed by a series of orientation activities organized by CGC on their first day to school. We are thankful that the Growth Camp for all S1 students and Edifying Camp for S2-S4 Christians could still be held using the online mode. The Growth Camp built class spirit and nurtured students with biblical values. Survey findings revealed that not only was the personal counseling time cherished as much as in previous years, but the sermon and bible study sessions were also highly rated. About 50 students participated in the Edifying Camp, pledging to be committed Christians. Our scouts, comprising about 100 students across different forms, continued to have regular gatherings face to face or through electronic means. Senior scouts even had an exchange with an Iraq teenager online, which they found eye-opening and inspiring. At the end of 2020, the English Ambassadors held a whole-school election – *Word of Carmel 2020*. The long list of words suggested by students and teachers like *positivity, connectedness, gratitude, opportunities, resilience, googlemeet*, and the like helped all Carmelians to have good reflections during the pandemic. Two other programmes worthy of mention were S5 Life Camp, which boosted class spirit and offered career advising, and S6 Farewell Assembly, in which S6 students reminded their younger schoolmates to cherish their teachers, classmates and every day at Carmel, warming everyone's heart. Different classes portrayed their good class morale and strong ties through video clips in the school-wide competition: *My Class@ School Picnic during the new normal* and the competition was well-received. Our School Orchestra recorded a song

to raise everyone's spirit during the Lunar New Year. Carmelians voted vehemently in support of the Choir in the Super Voice Singing Competition and the English Drama teams in a series of radio drama competitions, boosting the togetherness among Carmelians. These all are evidence that Carmelians are well connected.

Hardly can a caring school be established without due care to SEN students and sufficient support from parents. Our SEN group spared no pains in assisting students with special needs. There were behavior/social training, individual counseling, test/exam accommodation, arrangement of HKDSE special examination, a parent group facilitating exchange of information and emotional support, collaboration with the school-based educational psychologist, speech therapist, clinical psychologist, CGC, CLP and Academic Affairs Department and so forth throughout the year. Social workers and the student counsellor were involved wherever necessary. Regular meetings of the Board Game Group and Transport Society helped develop the networks and social skills of SEN and suspected SEN students. Special support like counselling sessions were arranged throughout the year and teachers kept good contact with the SEN students and their parents regularly. The continual reviews and updates of the policies and procedures on special examination arrangements for students have been great support for SEN students in need of exam accommodation. Parental support is certainly crucial for a teen's growth. Our parent group has contributed much in this regard. Good home-school co-operation enhancing parents' understanding of the school's policies and facilitating the development of the SEN students is evident. Our SENCO and the SENST, together with CGC, have created a stress-free, caring and conducive environment for students with special needs.

To care is to serve. Carmelians have always sought opportunities to serve the community, under the guidance of the social workers and Civic Education Committee (CEC). Though many voluntary programmes could not be carried out due to hygiene concerns, a group of S4 students ran online tutorials for some primary students from low-income families regularly. Our VolunPeers also held a fundraising bazaar in school to raise funds for our sister school in Cambodia, initiated beach-cleaning, served in a dog shelter and visited street sleepers when conditions allowed. They shared their good deeds in the junior form assemblies, setting good examples. Ten CYC members were awarded Secondary School Foundation Level (Yellow Badge), while one senior member was shortlisted to be a children representative on the Children's Rights Education Funding Scheme Assessment Committee.

Responsible citizenship is of paramount importance. CLP's theme week on professionalism was truly educational, and its activities received very good response from students. Another theme week co-organized by the Disciplinary and Moral Education Committee (DMC) and CEC entitled '*Open up with gratitude*' inspired Carmelians with the timely reminder that people's life could be positively impacted with a thankful heart. The program named '迦言恩語' delivered positive and inspiring messages shared by the principal, teachers and students, while etiquette education this year focused on table manners

and conversation style. It is truly encouraging that the latter was planned and executed by a group of S1 students. The subsequent whole-school quiz, ‘班班有禮’ proved that the messages were well received.

CEC has kept nurturing Carmelians’ green concepts through running Green Days and training the Low-carbon Ambassadors in each class. Messages on recycling, reducing the use of plastic, waste reduction, tree conservation and so forth were conveyed in different assemblies, enhancing students’ environmental awareness. About 40 students joined the hydroponics workshop, learning to grow crops in an environmentally-friendly manner. The continual rise in the number of participants reflected Carmelians’ love of nature. National education is definitely important. Programmes on the Basic Law, Constitutional Education, national security education and the like were implemented. Students across forms grasped concepts of ‘respect, understanding & inclusion’ through a talk run by HKFYG and over 90% of them agreed that the messages were well-delivered. Other attitudes and values like integrity, perseverance, empathy, gratitude, commitment and so forth were disseminated through Class Teacher Periods and Assemblies. The school’s efforts in ‘caring for students and putting them back on track’ were crystal clear.

Leadership programmes like Class Leaders’ Training, Prefect and Monitor Training, and Training Day Camp for student leaders were held to equip students for their leadership posts. S1 class leaders, for instance, received training online. All of them were determined to serve whole-heartedly and over 70% of them strongly agreed that they were more confident about performing their roles. Over 90 % of prefects and monitors indicated that they understood the concepts shared and their roles and duties. With the guidance of the Extra-Curricular Activities Committee (ECA), the Student Union, House Captains and many student leaders helped with the school’s virtual Info Day, Sports Day and post-exam OLE Days. No doubt, Carmel student leaders have always been given the chance to get empowered and learn how to stay flexible in different circumstances.

Truly uplifting was the fact that the joint effort of Carmelians in staying connected and working together to realize the major concern triangulated with the APASO and SHS findings: 64.8% of students agreed they have self-discipline, showing a steady progress in these few years; over 80% of students have felt the love and care from teachers, realized the school’s efforts on building their characters, and said that they respect teachers and love the school; 85% of them have had very good bonding with classmates; nearly all parents are willing to send their children to Carmel; 90% of teachers share the school’s developmental direction and enjoy good collaboration with one another.

3. Looking Ahead

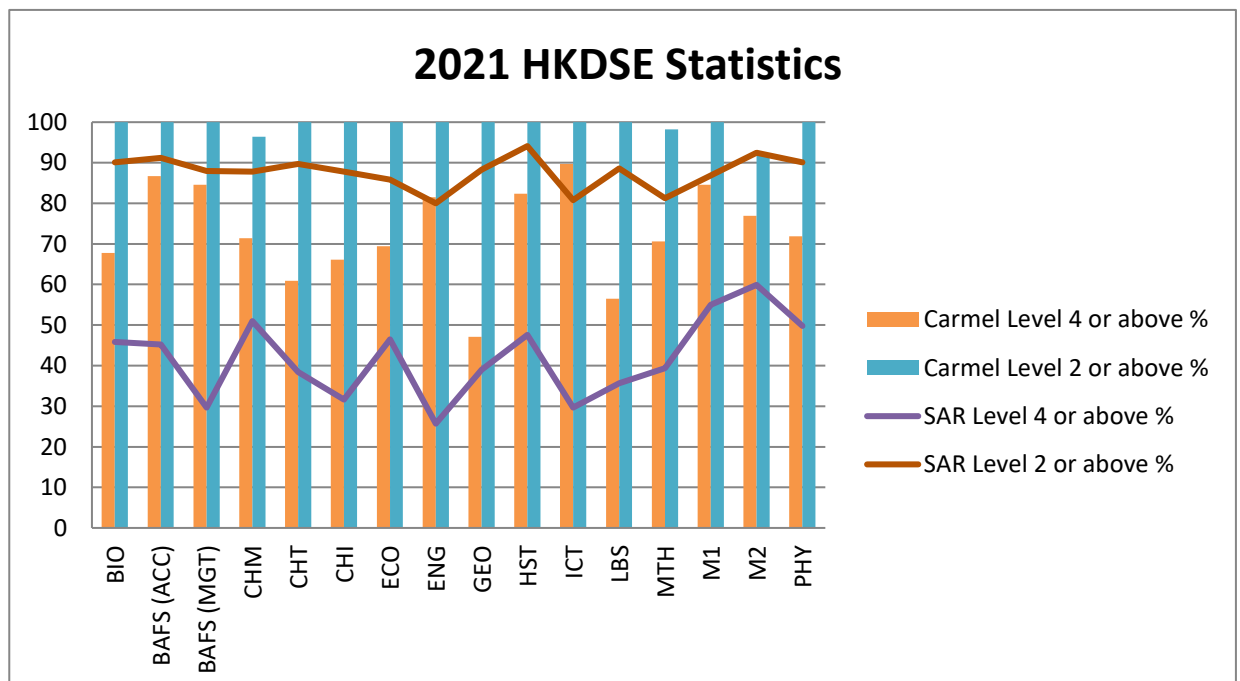
- In the coming year, ‘Manage Learning. Manage Health and Manage Responsibilities’ will still be the major concern, so that some plans, more or less disrupted due to the pandemic this couple of years, could be executed.
- Values education is the top priority. Pertinent measures from different SD committees will be in place to continually offer timely support and instill proper virtues and attitudes into students for their whole-person development.



highlights of campus life 2020-21

D. Achievements

1. Academic Results



2. Awards

<i>Name of Activity/ Competition</i>	<i>Achievement</i>	<i>No. of Students</i>
Scout Association of Hong Kong Kowloon Region Outstanding Scout Group Excellence Award 2020	Awardee	79
Kowloon Region Outstanding Group 2020 - Scout Troop	Gold Award	72
Kowloon Region Outstanding Group 2020 - Venture Scout Unit	Gold Award	7
The 72nd Hong Kong Schools Speech Festival	Second Prize	1
	Third Prize	3
	Certificate of Merit	22
	Certificate of Proficiency	2
第七十二屆香港校際朗誦節	優良 - 歌詞獨誦 (中學四至六年級粵語)	1
	優良 - 宗教作品朗誦：基督教經文(中學三、四年級粵語)	1
	優良 - 詩詞獨誦 (中學三、四年級普通話)	1
	優良 - 散文獨誦 (中學一、二年級普通話)	1
	優良 - 詩詞獨誦 (中學一年級粵語)	2
	良好 - 散文獨誦 (中學二年級粵語)	1
Kowloon City District Outstanding Student Award 2020-2021	Merit Award in Junior Secondary Section	1

	Outstanding Student Award in Senior Secondary Section	1
第十二屆九龍地域傑出學生選舉	優秀學生(初中組)	1
Ng Teng Fong Scholarship 2020	Awardee	1
Sir Edward Youde Memorial Award 2020/2021	Awardee	2
Youth Arch Student Improvement Award	Awardee	20
Applied Learning Scholarship	Awardee	1
HKICPA/HKABE Joint Scholarships for BAFS	Awardee	2

Cyber Security Competition 2020/21	Champion (Secondary Group Section)	3
	1st Runner-up (Individual Section)	1
中國語文菁英計劃 2020/2021	金獎	1
	即席演講比賽優異獎	1
第十一屆大學文學獎 (2020-2021)	少年作家獎	1
International Youth Math Challenge 2020	Gold Honour (Top 2%)	1
	National Award (Best in HK)	1
Hong Kong International Mathematical Olympiad (HKIMO)	Heat Round (Hong Kong Region): Gold Award (Rank 3rd)	1
Thailand International Mathematical Olympiad (TIMO)	Preliminary Selection Contest - Hong Kong: Gold Award (Rank 7th)	1
	Heat Round: Gold Award (Rank 37th)	1
	Final Round: Gold Award (Rank 15th)	1
粵港澳大灣區數學競賽 2021(大灣賽區)	選拔賽:狀元獎 (香港區排名第一)	1
	預選賽:一等獎 (排名 7)	1
	選拔賽:一等獎 (排名 4)	1
	總決賽:二等獎 (排名 20)	1
	選拔賽:二等獎 (排名 49)	1

	總決賽:二等獎 (排名 19)	1
True Light Girls' Invitational Mathematics Contest 2020	Certificate of Merit	2
International Junior Science Olympiad 2021 - Hong Kong Screening	Active Participation	5
Hong Kong Physics Olympiad 2020	Third Honour Award	2
Hong Kong Biology Literacy Award 2020/2021	Certificate of First Class Honours	2
	Certificate of Second Class Honours	1
	Certificate of Third Class Honours	2
	Certificate of Merit	3
	Certificate of Active Participation	2
International Biology Olympiad - Hong Kong Contest 2020	Certificate of Honourable Mention	1
超新聲歌唱大賽 2020(決賽)	冠軍(合唱組)	13

Hong Kong School Drama Festival 2020/21	Award for Outstanding Performer	3
	Award for Commendable Overall Performance	26
	Award for Outstanding Cooperation	26
	Award for Outstanding Audio-Visual Effects	11
Goodperson 法律常識線上問答比賽	冠軍	2
	亞軍	1
	入圍總決賽	2
晨曦盃(獨木舟)	少年組亞軍	1
Jockey Club "Jump Rope Together!" Rope Skipping Scheme	Gold Badge	4
Students' Top Ten News Election (News Commentary Competition)	Final Round Entrant	1
第七屆「妙筆盃」全港硬筆書法比賽	中學組(中四至中六) 優異獎	1

Hong Kong Cyber Security New Generation Capture the Flag Challenge 2020	Champion	4
都會國際青年藝術節 2020 全港視藝大賽 (第三季)	銀獎	1
	銅獎	1
校際網上知識產權問答比賽 2020	初中組優異獎	1
The 20-21 Hong Kong Secondary Schools Debating Competition Term 1 Division 1	Champion - 3 Times Best Debater	1
	Champion - Best Debator	1
	Champion (Grand Final)	1
2020 HKMA Business Simulation Competition For Secondary School Students	Champion	4
Speak Up - Act Out! Improvised Drama Competition 2020/21	Champion	4
模擬法庭比賽	最佳證人	1
《一帶一路・與我何干》綜合能力比賽 2021 中學校際比賽	二等獎-灣區獎第二名	3
	二等獎-綠色獎第二名	3
「感創敢為 2.0 - 青年社會創新服務獎」 2020-2021 專題體驗及人本設計思維訓練 工作坊	優異獎	5
The 13th English Radio Drama Competition	1st Runner-up	4
2020 Qianhai Guangdong-Hong Kong-Macao-Taiwan Youth Innovation and Entrepreneurship Competition	Certificate of Participation	3
HKCC Business Excellence Contest 2020/21	Certificate of Participation	9
HKICPA Accounting and Business Management Case Competition 2020-21	Certificate of Appreciation (Level 2)	14
	Certificate of Participation (Level 1)	6

E. Financial Summary 2020-2021

	Incomes(\$)	Expenditures
1. Government Subsidy		
Expanded Operating Expenses Block Grant (EOEBG)		
(A) Basic Baseline/per Class IMC Grant	2,047,021.86	1,961,099.34
(B) School Specific Grants		
Administration Grant	3,870,948.00	3,886,585.93
Capacity Enhancement Grant	642,934.00	115,949.00
Composite Information Technology Grant	490,804.00	677,933.47
Air-conditioning Grant	489,013.00	204,779.06
SBM -Top Up Grant	50,350.00	10,100.00
Speech Therapy Admin. Recurrent Grant	8,056.00	6,833.00
Sub-Total:	7,599,126.86	6,863,279.80
2. School Subscription A/C		
Tong Fai (including hiring charges received this yr.)	168,683.66	123,452.93
Rent from Caterer	72,667.00	
Sub-Total:	241,350.66	123,452.93
<i>School Surplus of the year</i>		<i>\$117,897.73</i>

#This balance has not yet been audited.

**Programme Evaluation Report for
DLG – Other Programmes: Gifted Education for the 2020/21 school year**

Domain	Programme	Objective(s)	Targets (No./level/ selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
English	English Debating Team	<ul style="list-style-type: none"> To train English debaters for various inter-school English debating contests of different levels and formats. To chaperon students to the venues of the contests in different corners of the territory 	S.4-S.6 English Debating Team members	Oct 2020 - June 2021	Results and performances in various inter-school English debating contests	<p>Competition: Senior Debating Championships 2021</p> <p>Observation: The team of S4 students made their debut performance in this intense and advanced debating level. Though not being able to progress to the next round, the team gained valuable experience and showed their proactive attitude to learning. Most importantly, they made significant improvement in public speaking skills, impromptu speaking skills and team spirit.</p>	Wages to coaches: HKD \$7,500
English	S.6 English Writing Course + S.5 English Writing Course	<ul style="list-style-type: none"> To equip students with more advanced writing skills, which include topic analysis, paragraphing, polishing sentence patterns, better 	S.6 students and S5 students selected by English teachers	Oct 2020 - June 2021	Continuous assessment	A Carmel graduate was hired to conduct the two courses. Thirty-four S.6 students and twenty S.5 students joined the courses. The tutor was very devoted, showing high quality in both material design and teaching. The students were also highly motivated, being very attentive in the lessons. A great percentage of the S.5 students participated actively in the writing practices.	Tutor for S.6 Writing Course Designing teaching materials (\$1,200), conducting two writing sessions (\$1,200), marking (\$600) = HKD \$3,000

		<p>vocabulary choice, etc.</p> <ul style="list-style-type: none"> To prepare students for various external writing competitions 				Students found the courses very useful.	<p>Tutor for S.5 Writing Course</p> <p>Designing teaching materials (\$1,200), conducting two writing sessions (\$1,200), marking (\$600) = HKD \$3,000</p>
PSHE	Geography Olympiad Training Course (2020-21)	To prepare students for the Geography Olympiad	S4 - 6 elite students in Geography (23 S5 – S6 students who are doing well in Geography, to be selected by geography teachers)	Nov - Dec 2020 (5 online lessons /total 7.5 hrs)	Performance in the course and the competitions	<ol style="list-style-type: none"> Fourteen S5 & Nine S4 (Total 23) students joined the course. They have clearer concepts about geography and they are more interested in geography. They found this relevant to the public exam with some interesting common geography knowledge. The attendance of students was very high and they found it easier to arrange the time online. All of them joined the captioned competition. Students found it more convenient as the competition was held online. A similar programme is recommended next year. 	<p>Tuition fee of the instructor: HKD\$ 1,875</p>

AE	Vocal elite training course	<ul style="list-style-type: none"> To enhance students' vocal skills and public performing skills To prepare students for various music contests outside school throughout the year To help them to achieve the standard of Vocal Solo of Grade 3-5 in ABRSM To train them as vocal leaders of the school choir for various performances in school Allow alumni to share their study goals and achievement with choir members 	S4 -6 Students (About 11 S4-S6 Elite Students to be selected by the Music Teacher.)	Sept 2020 - July 2021	Learning the grade 3-5 vocal pieces suggested by ABRSM	<ol style="list-style-type: none"> 11 senior form students joined this course. Most of the time, all choir members would sit in so as to acquire the skills as well. There was very good vocal training for the elite students to join the JSMA choral competition. The School Choir won the Gold Award for Choral group singing competition and 4 Gold and 4 Silver Awards for Vocal Singing in the end. The students' attendance rate was satisfactory. Students actively participated in the lessons. Their vocal skills were highly enhanced. Their improvement contributed to the choir and the musical activities held during the post examination days. The coach was full of passion for music training. She always worked overtime without asking for extra payment. 	Tutor Fee: HKD \$26,437.5 (tutor) Alumni: HKD \$3,300 Total: HKD \$29,737.5
SCI	Hong Kong Physics	<ul style="list-style-type: none"> To aim at preparing students with 	S4 elite students in Physics	May – June 2021	Continuous assessment	<ol style="list-style-type: none"> The attendance was about 83%. 13 4D students joined the class. 	Tuition fee of the instructor:

	Olympiad training class	<p>giftedness in studying Physics for the Hong Kong Physics Olympiad 2021</p> <ul style="list-style-type: none"> To provide enriched, extended and accelerated training for students with giftedness in Physics To employ an experienced tutor to provide training for students 	<p>nominated by Physics teachers based on:</p> <ol style="list-style-type: none"> Attainment in examinations and uniform tests Performance in class 	(4 classes / 7 hours in total)		<ol style="list-style-type: none"> All of them joined the Hong Kong Physics Olympiad 2021 in September 2021. Students commented that the course could equip them with the necessary skills and knowledge for the competition. 	HKD \$1,260
SCI	Post exam activity: Wonderful microscopic world	<ul style="list-style-type: none"> To stimulate students' interest in biological and chemical science To allow students to use modern equipment related to microscopy To allow students to visualize cellular 	S.4-5 students	30 June 2021	Participation of S.4-5 students in the activity	10 S.4-5 students have joined the activity. They enjoyed the activity and found it interesting to observe the microscopic world with the help of the advanced equipment. They acquired the basic skills of using the microscope together with the WiFi eyepiece.	Purchase of 8 sets of wifi eyepieces: HKD \$32,240

		structures, moving microorganisms and crystal formation with the use of advanced equipment including WiFi eyepieces & iPads together with microscopes					
PE	Elite Athlete Programme	<ul style="list-style-type: none"> To provide Sports Team elite students with advanced training To subsidize the elite students to join high level teams 	Elite students from all sports teams recommended by Sports Team Advisors.	Sept 2020 – Aug 2021	Performance in Inter-school Competitions	<ol style="list-style-type: none"> The tutors were dedicated and gave substantial feedback and advice. The students demonstrated passion and were devoted to the training. Due to COVID-19, however, all Inter-school Competitions were cancelled. 	Coaching Fee: HKD \$16,000 Equipment Fee: HKD \$13,240 Total: HKD \$29,240

TE	Advanced topics in algorithms and data structures for programming competition	To prepare higher achieving students for the HKOI contest to be held and Canadian Computing Contest on advanced topics such as data structures and algorithms	About 10 S4 & 5 students who are performing outstandingly in computer programming, to be selected by an entry programming and logic test	Oct 2020 - July 2021	Provision of Training, Online video conference training and production of video tutorials to be reused for future years	<ol style="list-style-type: none"> 1. 6 online sessions were held in Nov 2021 2. 14 students joined these 6 sessions 3. The performance in HKOI was satisfactory <p>It is suggested that the same arrangement should be made in 2021-2022.</p>	HKD \$6,200
TE	ICT S.6 Enrichment program	<ul style="list-style-type: none"> ● To provide top ICT students with additional classes on advanced ICT related problem solving, investigation and programming skills ● To extend the learning of ICT beyond normal lessons through case studies. Students are expected to appreciate the development of ICT and real-life solution 	Top 10 S6 students are selected by ICT teacher according to their examination result	Oct 2020 - Feb 2021	Training and tutorials	<ol style="list-style-type: none"> 1. No suitable alumni were available during the period. 2. Only online sessions could be conducted and students were generally not available. 3. Cancelled as a result. <p>Hopefully, face-to-face sessions can be conducted in the coming year.</p>	HKD \$0

		design using ICT. Students should be able to enhance their problem-solving skills using ICT and deepen their ICT knowledge.					
TE	Business proposal writing and presentation training workshop	<ul style="list-style-type: none"> To enhance students' case analytical skills, presentation and business writing skills To prepare students for external competitions: <ol style="list-style-type: none"> HKCC Business Excellence Contest 2020/21 (Theme: Transforming business with artificial intelligence) HKICPA Accounting and Business Management Case Competition 2020/21 	S4 & S5 elite students in BAFS (Accounting and Management Module) nominated by teachers based on: <ol style="list-style-type: none"> Attainment in examinations and uniform tests Performance in class 	10 lessons (total 16.5 hours) in Nov, Dec 2020 and Feb 2021	<ul style="list-style-type: none"> Continuous assessment results The HKCC Business Excellence Contest and HKICPA Accounting and Business Management Case Competition 	<ol style="list-style-type: none"> The attendance of students was high (100%). All of them participated in the external competitions. Students all agreed that the competitions helped to develop their generic skills in research, analysis, team-building, communication, creativity and problem-solving. All teams are awarded the Certificate of Appreciation. A similar programme could be recommended next year. 	S4 & S5 tuition fee of the instructors: HKD \$3,630 + HKD \$675 (brought forward from 2019/20)

**Report on the Use of the Life-wide Learning Grant
2020-21 School Year**

Category 1: To organise / participate in life-wide learning activities

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Level	Number of Participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
									I	M	P	S	C	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	To organize field trips for NSS Geography students (re-run) To equip students with skills in	GEO	Sept - July, 2021	S4 - S6	21	Observation & interviews	8,585.00	E1 E2	✓					

	Fieldwork and knowledge application												
2	To organize Geography activities To enrich students' knowledge of Geography landscapes	GEO	Sept - July, 2021	S1 - S6	0	Observation & interviews	0.00		✓				
3	S.5 Biology field trip To learn and study ecology and habitat through field investigation	BIO	May 7, 2021	S5	0	Observation & ecological report	0.00		✓				
4	S.6 Biology field trip To learn and study ecology and habitat through field investigation	BIO	Dec 23, 2020	S5	0	Observation & ecological report	0.00		✓				
5	Student-organized science related activities To promote the interest of students in learning and doing science through activities outside the classroom	SCI	All year around	S1-6	0	Observation and interview	0.00		✓				
6	Inter-class Science Quiz To enhance the interest in and enthusiasm for learning science	SCI	May 1, 2021	S1 - S2	240	Observation	90.90	E1	✓				
7	STEM related activities and competitions To provide junior form students with chances for STEM education	SCI	July 1, 2021	S1 - S3	2	Observation and competition results	12,610.00	E7	✓				
8	Joining external competitions / activities / seminars (Science-related) To promote the interest of students in	SCI	All year around	S1 - S6	24	Observation and competition	1,440.00	E1	✓				

	learning and doing science through external competitions / activities / seminars					results							
9	Joining external competitions/seminars To encourage students to join external academic competitions so as to apply the concepts learnt and have more exposure to the business world	BAFS & ECO	Nov - Dec, 2020	S4 - S5	0	Deliverables (Business Proposals)	0.00		✓				
10	Student-organized business subjects related activities To enhance the interest in and enthusiasm for learning business subjects	BAFS	Feb-Mar, 2021	S3 - S4	0	Observation	0.00		✓				
11	Visit to HKMA / HKEX / University (Business Faculty) - Transportation fee To provide students with opportunities for more exposure to the business world	BAFS	April 16, 2021	S4	0	Observation and interviews	0.00		✓				
12	Robotics Competitions (training course) & STEM activities (3D Printing, scanning & 3D drawings) To enrich students' Engineering and 3D drawing skills	STEM	Sep, 2020 - Aug, 2021	S1-S5	170	Observation & interviews	155,082.68	E1	✓				
13	S1 English Bridging Course To help newly admitted S1 students	ENG	July, 2021	S1	112	Observation & interview	6,691.40	E1	✓				

	settle in and be ready for EMI learning.												
14	Extended Activities To expose students to different English activities.	ENG	All year round	S1 - S6	0	Observation & Interview	0.00						
15	English Ambassadors Themed weeks and activities To provide an English-rich environment on campus through intellectual activities	ENG	All year round	S1 - S6	620	Observation & interview	2,050.00	E1	✓				
16	English Speech Festival 2020 To provide a platform for students to do solo verse speaking and take part in external English activities	ENG	Any suitable time	S1 - S6	31	Observation	4,650.00	E1	✓				
17	Drama Appreciation (Classic literature) To increase students' exposure to the drama of classic English literature pieces	ENG	Any suitable time	S2 - S3	0	Observation & interview	0.00		✓				
18	通識活動 透過多元化的教育活動切合通識科「今日香港」單元。	LBS	All year round	S4 - S5	0	老師觀察學生反應	0.00		✓				
19	History Lovers Scheme To cultivate students' interest in history learning and sense of identity through organizing local heritage	HST	Nov /2020 - May/2021	S1 - S5	0	Observation & evaluation questionnai	0.00		✓				

	tours and visits					re							
20	S3 Inter-class Speech Competition To cultivate students' interest in history learning.	HST	May 1, 2021	S3	120	students' performance and observation	204.60	E1	✓				
21	Subsidising students to join mathematics competitions and purchase suitable books or materials for related training To encourage students to participate in mathematics competitions so as to further develop their potential in mathematics.	MTH	All year round	S1 – S5	0	Observation & competition results	0.00		✓				
22	Student-led STEM activities at lunchtime or after school To provide a STEM-rich environment on campus through intellectual activities	MTH	All year round	S1 - S6	360	Observation	163.50	E1	✓				
23	Student-directed Activities To encourage students to organize activities to develop their leadership skills	BBS	All year round	S1 - S6	0	Observation	0.00		✓				
24	Promotion of the subject through different campaigns	BBS	All year round	S1 - S6	0	Observation	0.00		✓				

	To nurture students with biblical values												
25	E-fit program To encourage students to do exercise as a habit by joining e-fit program	PE	All year round	S1 - S6	650	Observation	40,000.00	E1			✓		
26	Singing with dance To stretch student's ability to have aesthetic body movement accompanied with music and songs.	Music	Sept, 2020 - May, 2021	S1 - S5	60	Performance production for special school functions like the Speech Day or Easter/ Christmas services / Community service	11,500.00	E5 E1			✓		
27	普通話科延展活動 配合課程，舉辦各級普通話活動，例如普通話日，為同學提供在學校應用普通話的機會，提升同學運用普通話的動機及興趣。	普通話	All year around	S1 - S6	650	老師觀察	324.00	E1	✓				

28	中國語文科延展活動 配合課程，舉辦各級中國語文科延展活動，例如短周會活動、午間活動、組織校外參觀、邀請嘉賓講員到校演講、資助同學參加與學科相關的比賽、資助同學參加由本地專上學院、學術組織提供的中文科延展課程、資助同學參加由本校外聘導師的延展課程、活動等，以及購買推行上述活動所需的設備及消耗品。	中國語文	All year around	S1 - S6	650	老師觀察	16,135.00	E5 E6	✓				
29	Leadership Development Programme To cultivate and develop leadership attitudes and core values among potential student leaders through internal activities and camp	ECAC	Sep, 2020 - Jul, 2021	S2 - S4	0	Observation & Feedback surveys	0.00			✓			
30	Sports Competition To enrich students' experience of different sports activities	ECAC	All year around	S1 - S6	650	Observation	36,160.00	E1, E5			✓		
31	Volleyball Teams Inter-School Volleyball Competitions To improve volleyball and interpersonal skills, problem solving skills and adversity quotient through volleyball competitions	ECAC	Sep, 2020 - May, 2021	S1 - S6	90	Observation	83,610.60	E1, E5		✓	✓		

32	Scout: Venture Epaulettes and Patrol leader training camp To nurture responsibility and leadership in new patrol leaders	ECAC	Dec, 2020 - Jan, 2021	S2 - S5	0	Observation	0.00				✓		
33	Scout: Basic Training Camp To equip Scouts with basic skills in camping and Scouting techniques	ECAC	Feb - Mar, 2021	S1 - S4	0	Observation	0.00				✓		
34	Scout: Advanced Training Camp To equip Scouts with advanced skills in camping and Scouting techniques	ECAC	July 1, 2021	S1 - S4	75	Scout pursuit training and progressive badge assessment	0.00	E1, E5			✓		
35	Horticulture Group To equip students with gardening skills and experience.	ECAC	Sept, 2020 – Jun, 2021	S1 - S5	30	Observation	5,788.36				✓		
36	Orchestra training To enhance students' music skills and experience (musical instrument classes and online video clips)	ECAC	All year around	S1 - S6	0	Observation	0.00				✓		
37	Orchestra: JSMA Competitions To enhance students' music skills and experience and facilitate exchange with other schools	ECAC	Apr - May, 2021	S1 - S5	60	Observation & evaluation questionnaire	8,000.00				✓		

38	Music and Singing Competitions (Choir, Handbell, Handchime) To enhance students' music skills and talents.	ECAC	Sept, 2020 – Jun, 2021	S1 - S5	80	Participation rate, fulfilment level, competition award and sharing.	13,585.60	E1			✓		
39	Basketball Team To gear up students in psychomotor domain (fitness and basketball skills), cognitive domain (rules and strategies) and affective domain (cooperation and care).	ECAC	All year around	S1 - S6	60	Observation	23,920.00	E5			✓		
40	Athletics Group: Training To provide training on basic athletics skills.	ECAC	Sept, 2020 - Jun, 2021	S1 - S3	20	Observation	3,864.00	E1 E7			✓		
41	CIN: Microfilm competitions To equip students with skills in creating microfilms	ECAC	Sept 2020 - Jun 2021	S1 - S5	10	Observation	8,000.00	E5			✓		
42	Carmel Christian Conference To encourage students to commit to their Christian Faith and be witnesses of God.	RAC	September 24, 2020	S1 – S6	100	Questionnaire	900.00	E5		✓			
43	Activities encouraging students to read the Bible	RAC	Sept 3, 2020 -	S1 – S6	15	Attendance record and	2,079.50	E1		✓			

	To create opportunities for students to have a quiet moment to read the Bible in the morning		June 3, 2021			students' sharing.							
44	Christian Fellowship To help students know more about Christianity and help them grow in faith.	RAC	Sept 3, 2020 – May 27, 2021	S1 – S6	50	Attendance record, focus interview	1,777.09	E1		✓			
45	S1 Growth Camp To let students know what the gospel is and how to lead a meaningful life.	RAC	Jan 20-21, 2021	S1	127	Observation, questionnaire, students' sharing	1,413.70	E1		✓			
46	S2 - 3 Edifying Camp To help students grow in faith and build a closer relationship with God.	RAC	Jan 22-23, 2021	S2 – S3	42	Observation, questionnaire, students' sharing	3,828.40	E5		✓			
47	Gospel Week To let students know what the gospel is and commit their lives to Jesus.	RAC	Sept 21-25, 2020	S1 – S6	650	Observation, questionnaire, students' sharing	3,000.00	E5		✓			

48	Week of Religion Through the theme 'The Crisis and Hope in Apocalypse', students can be aware of the facts about the second coming of Jesus and the end of the world.	RAC	Apr 19-23, 2021	S1 – S5	650	Observation , questionnaire, students' sharing	1,200.00	E5		✓			
49	Easter Service To let students know more about the meaning of Easter and how to apply this in daily lives.	RAC	March 31, 2021	S1 – S5	0	Observation , questionnaire, students' sharing	0.00			✓			
50	Healthy Living Days To encourage students to be spiritually healthy.	RAC	Oct 14, 2020 March 2, 2021 May 3, 2021	S1 – S6	0	Observation , focus interview	0.00			✓			
51	Small Group Ministry To encourage students to grow deeper in faith and to be witnesses of Christ on campus.	RAC	Sept 3, 2020 – June 3, 2021	S1 – S6	130	Attendance record, observation	2,097.50	E1		✓			
52	Net Education To promote a healthy lifestyle. Students make their plan to spend less time on the internet, have the	DMC	Sept, 2020 - May, 2021	S1 - S6	0	Observation & interviews	0.00			✓			

	knowledge and awareness of the values and risks in the internet world, and build up healthy habits in using the internet.												
53	Values Education- Character Building, My Class Scheme and Leadership Training To cultivate the values, social concern and responsibility of students as Hong Kong citizens and Carmelians.	DMC	Sept, 2020 - May, 2021	S1 - S6	650	Observation & interviews	517.30			✓			
54	Healthy Living Day To strengthen students' capacity to handle setbacks and pressures	CGC	Oct 14, Mar 2 , May 3	S1 - S6	0	observation	0.00			✓			
55	Theme week To provide opportunities for students to build up positive attitudes towards life and encourage them to set life goals.	CGC	Dec 14 - 18, 2020	S1 - S5	0	Observation and feedback from teachers	0.00			✓			
56	S1 Orientation Day and orientation programmes (1st term) To nurture and strengthen the bonding of students	CGC	August 1, 2020	S1 - S4	0	Observation and students' feedback	0.00			✓			
57	Affective Education Activity To build up students' resilience and their connectedness	CGC	12, 2020-5, 2021	S1 - S2	0	Observation and students' feedback	0.00			✓			

58	Post-examination Day (outdoor activity) To provide opportunities for students to build up positive attitudes towards life and encourage them to set life goals.	CGC	July 1, 2021	S1 - S5	20	Evaluation questionnaire	0.00			✓			
59	Current Affairs Activities To encourage students to care for the community and to express their opinion.	CEC	Sept, 2020 - May, 2021	S1 - S3	360	Teachers' observation & Students' feedback	174.00	E1		✓			
60	VolunPeer & community service To serve fellow students in school and to extend learning and commitment to people in the community	CEC	Sept, 2020 - May, 2021	S1 - S6	0	Records of student's participation in doing voluntary work	0.00			✓			
61	Green Day To encourage students to maintain the well-being of the present and future generations through leading a low carbon life.	CEC	Sept, 2020 - May, 2021	S1 - S6	650	Teachers' observation	40.50	E1		✓			
62	Hydroponics in Carmel To raise students' awareness of environmental conservation through greening in school	CEC	Sept, 2020 - May, 2021	S1 - S6	42	Interview with students	8,614.45	E7		✓			

63	Activities to promote the Basic Law To enable students to know more about the Basic Law	CEC	Feb-Mar, 2021	S2 - S3	240	Observation	67.00	E1		✓			
64	Life Camp To build team spirit and prepare students for the production of Student Learning Profile and transition to tertiary education.	CLP	April 1, 2021	S5	108	Questionnaire	6,174.00	E1 E5					✓
65	Mini Career Expo To expose students to various jobs and professions and connect them with the alumni	CLP	November 1, 2020	S4	0	Questionnaire	0.00						✓
66	Career Week To serve as a cross-form curriculum and put across important values and messages	CLP	November 1, 2020	S1 - S6	0	Observation & Focused interview	0.00						✓
67	Career-related Experiences To enrich students' career-related experiences and thus help them understand their career interests better	CLP	All year around	S1 - S6	30	Interview	1,119.48	E5					✓
68	Battle of Archers To broaden students' horizons through Other Learning Experiences	OLE	Sept, 2020 - May, 2021	S4 - S5	60	Observation	6,400.00	E1 E5		✓			
69	Guitar Class	OLE	Sept,	S4	26	Observation	3,000.00	E5		✓			

	To broaden students' horizons through Other Learning Experiences		2020 - May, 2021										
70	Floorball Class To broaden students' horizons through Other Learning Experiences	OLE	Sept, 2020 - May, 2021	S4 - S5	40	Observation	10,974.00	E1, E5	✓				
71	Drama To broaden students' horizons through Other Learning Experiences	OLE	Sept, 2020 - May, 2021	S4	20	Observation	2,400.00	E1 E5	✓				
72	Chinese orchestra To broaden students' horizons through Other Learning Experiences	OLE	Sept, 2020 - May, 2021	S4	25	Observation	5,100.00	E5	✓				
73	Sand painting To broaden students' horizons through Other Learning Experiences	OLE	Sept, 2020 - May, 2021	S5	16	Observation	8,000.00	E1 E5		✓			
74	Chime playing Class To broaden students' horizons through Other Learning Experiences	OLE	Sept, 2020 - May, 2021	S5	20	Observation	6,000.00	E5	✓				
75	Pilates To broaden students' horizons through Other Learning Experiences	OLE	Sept, 2020 - May,	S4	20	Observation	2,400.00	E5		✓			

			2021										
76	Computer music composition To broaden students' horizons through Other Learning Experiences	OLE	Sept, 2020 - May, 2021	S5	20	Observation	6,000.00	E5		✓			
77	S.1 Disney's World of Physics (Due to COVID-19 pandemic, the programme was replaced by an activity concerning Design Thinking	LWW	April 16, 2021	S1	120	Observation & evaluation questionnai re	16,200.00	E1	✓				
78	中三級：中西區歷史考察（一天） 或 國內考察交流（兩天） 讓學生認識香港的歷史及培養學生 探索香港歷史的興趣。/讓學生認識 國情	LWW	April 16, 2021	S3	120	Observation	15,000.00	E1	✓	✓			
79	中四級：生態考察 讓學生了解香港的生態環境。	LWW	April 16, 2021	S4	31	Observation	1,750.00	E1	✓				
80	中四級：環保活動（如參觀考察及 工作坊） 提升學生的環保意識。	LWW	April 16, 2021	S4	48	Observation	2,100.00	E1	✓				
81	中四級：社區考察及體驗活動 讓學生認識社區及思考自身與社區 的連繫。	LWW	April 16, 2021	S4	34	Observation	585.00	E1	✓	✓			
82	Assemblies To widen students' horizons	SD	All year round	S1 - S6	650	Observation	2,386.20	E1	✓	✓			

83	Overdue OLE Drama Course Fee	ECAC	July 12, 2021	S4	20	Observation	1,600.00	E5			✓		
84	Movie Appreciation - Life Education	SD	June 22, 2021	S5	20	Observation	4,000.00	E1		✓			✓
85	Campus photo appreciation	SD	May 1, 2021	S4-5	20	Observation	6,678.00	E5			✓		
86	Photography Group workshop	ECAC	21-23/6/2021	S1 -S4	12	Observation	4,800.00	E5			✓		
87	Frisbee Exchange Transportation Fee	ECAC	June 1, 2021	S1 -S2	40	Observaton	1,000.00	E2			✓		
88	Overdue OLE Chime Course Fee	OLE	Sept 2021-May 2021	S5	25	Observation	2,600.00	E5			✓		
89	2021-22 ECAC items	ECAC	Sept 2021-May 2021	S1-S6	100	Observation	12,398.00	E1			✓		
Sub-total of Item 1.1							\$596,829.76						
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1	台灣中國文化及歷史考察之旅 藉參觀國父紀念館、國立故宮博物館、中央研究院歷史文物陳列館、胡適紀念館等，增進同學對中國歷史和文化的認識。	中國歷史	2020年12月21日至24日	中四至中六級	0	老師觀察	0		✓				

2	Exchange Music tour (Choir, Handbell, Handchime) To widen students' horizons through experiencing music activities and culture of different countries.	Music	Sept 2020 – Jun 2021	S1 – S5	0	Participation rate, fulfilment level, competition award and sharing.	0				✓		
3	Mission Trip to Cambodia To provide students with chances to serve and spread the gospel in Cambodia.	RAC	29/6/2021 - 4/7/2021	S2 – S6	0	Observation, focus interview, students' sharing	0			✓		✓	
4	Robotics Competitions To participate in non-local robotics competitions to broaden students' horizons	STEM	Sep 2019 - Aug 2020	S1 - S5	0	Observation & interviews	0		✓				
5													
Sub-total of Item 1.2							\$0.00						
Expenses for Category 1							\$596,829.76						

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
1	Photography Club	ECAC	Equipment	47,146.00
2	Scout	ECAC	Equipment	9,520.00
3	STEM Equipment	STEM	To purchase hardware/software (e.g. 3D printer, microbit, sensor etc.)	82,152.00
Expenses for Category 2				\$138,818.00
Expenses for Categories 1 & 2				\$735,647.76

* Input using the following codes; more than one code can be used for each item.

:

Category 3: Estimated Number of Student**Beneficiaries**

Total number of students in the school:	650
Number of student beneficiaries:	650
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post):	Ho Hok Leong & Chan Wong King Shan (Vice Principals)
---------------------------------------	--

Code for Expenses

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

**Report on the Use of the Promotion of Reading Grant
2020-21 School Year**

Part 1: Evaluation of Effectiveness

<i>Objectives/ Strategies</i>	<i>Evaluation</i>
Support curriculum (L & T) and encourage students to engage in e-reading by purchasing theme-based e-books.	<ul style="list-style-type: none"> ■ All e-books were chosen by the Panel Heads. The quality, level and diversity of books had been thoroughly considered. ■ During the class suspension period, e-book promotion activities were launched, and students were encouraged to do e-book reading and online sharing. ■ The e-book management system recorded that the total number of e-book views exceeded 7000 times in the 2020-21 school year.
Replace the worn Extensive Reading Scheme (ERS) books and enrich the ERS collection in junior forms.	<ul style="list-style-type: none"> ■ The ERS inventory of all S1 classes was updated. ■ Two-thirds of the whole S2 inventory was updated. ■ The purchased books included more updated series of fiction books.
Create a reading atmosphere and foster a reading culture on campus	<ul style="list-style-type: none"> ■ Students were willing to join the Inter-House Reading Competition and the Exploring a New Horizon Reading Award Scheme. Reading Café sessions were also welcomed by students. ■ Some reading activities were cancelled during the class suspension period, such as book fairs, two game booths of the 4.23 World Book Day and also the Book Crossing activity. ■ Junior students were encouraged to participate in the e-reading award scheme via an online platform organized by the Academy of Chinese Studies and the school library.

Part 2: Financial Report

	Item	Income (\$)	Budget (\$)	Actual Expenses (\$)
1.	Purchase of Books			
	- E-Books (Gale Virtual Reference Library)		\$38,000.00	\$37,410.96
	- Printed Books (Books for ERS)		\$35,000.00	\$13,975.60
2.	Reading Activities			
	- Purchase of gifts and reading promotion materials			
	a) Prizes for the Exploring a New Horizon Reading Award Scheme		\$4,500.00	\$3,500.00
	b) Prizes for the PTA Reading Award Scheme		\$500.00	\$370.00
	c) 4.23 World Book Day Bookmark Design Competition		\$700.00	\$600.00
	d) Five Reading Clubs (4 gatherings each club) *		\$400.00	N.A.
	e) Reading Café (2 gatherings, each around 15-20 students)		\$600.00	\$1,128.00
	f) Game Booths / Gifts for Reading Activities		\$1,300.00	\$540.50
	g) Book Crossing, 3 book exhibitions (decoration & promotion)*		\$700.00	N.A.
	* Activities were cancelled.			
3.	Balance brought from 19/20	\$20,108.54		
4.	Grant received in 20/21	\$62,414.00		
	Total:	\$82,522.54	\$81,700.00	\$57,525.06
			Unspent Balance:	\$ 24,997.48

姊妹學校交流報告書

20 /21 學年

學校名稱：	迦密中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)

本學年已與以下內地姊妹學校進行交流活動：	
1.	西安市第一中學
2.	
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☐	描述	編號	☐	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input type="checkbox"/>	增進對內地的認識和了解
A2	<input type="checkbox"/>	校政研討會/學校管理分享	B2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input type="checkbox"/>	會議/視像會議	B3	<input type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input type="checkbox"/>	擴闊視野
			B6	<input type="checkbox"/>	建立友誼/聯繫
			B7	<input type="checkbox"/>	訂定交流細節/ 活動詳情
			B8	<input type="checkbox"/>	其他(請註明)：

管理層面 達至預期目標程度	C1 <input type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註：學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明)：	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明)：

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

監察/評估方法如下：

編號	☑	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明)：

全年財政報告：

編號	☑	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$0
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$0
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$0
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$0
N5	<input type="checkbox"/>	交流物資費用	HK\$0
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$0
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$0
N8	<input type="checkbox"/>	其他(請註明)：	HK\$0
N9	<input type="checkbox"/>	學年總開支	HK\$0
N10	<input checked="" type="checkbox"/>	沒有任何開支	

反思及跟進：由於疫情的關係，本學年並沒有舉行任何交流活動，只保持兩校的正常聯絡溝通工作。來年會安排視像會議及視像交流活動，增進兩校師生的了解和感情。

編號	<input checked="" type="checkbox"/>	內容
O1	<input type="checkbox"/>	有關交流活動的層面 [如適用，請註明]
O2	<input type="checkbox"/>	有關交流活動的形式/內容 [如適用，請註明]
O3	<input type="checkbox"/>	有關交流活動的時間安排 [如適用，請註明]
O4	<input type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明]
O5	<input type="checkbox"/>	有關承辦機構的組織安排[如適用，請註明]
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：

編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	_____人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	_____人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	_____總人次
P4	<input type="checkbox"/>	本校教師參與交流的總人次	_____總人次
P5	<input type="checkbox"/>	本校學校管理人員參與交流的總人次	_____總人次

備註：

二零二零/二一學年校本課後學習及支援計劃

校本津貼 - 活動報告表

學校名稱：迦密中學

負責人姓名：余兆佳先生

聯絡電話：2714 9385

A. 校本津貼實際受惠學生人數(人頭) 55 名(包括 A. 領取綜援人數：25 名，B. 學生資助計劃全額津貼人數：13 名及 C. 學校使用酌情權而受惠的清貧學生人數：17 名)

B. 受資助的各項活動資料

*活動名稱/類別	參加合資格學生人數#			平均出席率	活動舉辦時期/日期	實際開支(\$)	評估方法(例如:測驗、問卷等)	合辦機構/服務供應機構名稱(如適用)	備註(例如:學生的學習及情意成果)
	A	B	C						
導向課程(暑期)/學習技巧/語文訓練	4	5	7	100%	9/2020 – 8/2021	4,790.00	教師觀察		增加學習技巧
美學文化/體育活動	2	2	1	100%	9/2020 – 8/2021	2,041.00	導師觀察		提升學生的自信
班際活動/社交技巧	3	1	1	100%	9/2020 – 8/2021	2,090.00	學生反思		提升學生的社交自信
教育材料	16	5	8	100%	9/2020 – 8/2021	10,456.60	學生回饋		對學生的學習有幫助
活動項目總數： <u>4</u>									
@學生人次	25	13	17		總開支	19,377.6			
**總學生人次	55								

備註:*活動類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

**總學生人次：指學生人次(A)+(B)+(C)的總和

合資格學生：指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

C. 計劃成效

整體來說你認為活動對受惠的合資格學生有何得益？

請在最合適的方格填上「✓」號	改善			沒有 改變	下降	不適 用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機		✓				
b) 學生的學習技巧		✓				
c) 學生的學業成績			✓			
d) 學生於課堂外的學習經歷		✓				
e) 你對學生學習成效的整體觀感		✓				
個人及社交發展						
f) 學生的自尊		✓				
g) 學生的自我照顧能力			✓			
h) 學生的社交技巧		✓				
i) 學生的人際技巧		✓				
j) 學生與他人合作		✓				
k) 學生對求學的態度		✓				
l) 學生的人生觀		✓				
m) 你對學生個人及社交發展的整體觀感		✓				
社區參與						
n) 學生參與課外及義工活動						✓
o) 學生的歸屬感		✓				
p) 學生對社區的了解						✓
q) 你對學生參與社區活動的整體觀感						✓

D. 對推行校本津貼資助活動的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

- ☐ 未能識別合資格學生(即領取綜援及學生資助計劃全額津貼的學生)；
- ☐ 難以甄選合適學生加入酌情名額；
- ☐ 合資格學生不願意參加計劃(請說明原因：_____)
- ☐ 伙伴/提供服務機構提供的服務質素未如理想；
- ☐ 導師經驗不足，學生管理技巧未如理想；
- ☐ 活動的行政工作明顯地增加了教師的工作量；
- ☐ 對執行教育局對處理撥款方面的要求感到複雜；
- ☐ 對提交報告的要求感到繁複、費時；
- ☒ 其他(請說明)：因為疫情，非綜援和非全津學生的家庭也有經濟需要，希望增加酌情名額。

- E. 學生及家長有否對校本津貼資助活動活動提供意見？他們是否滿意計劃的服務？**
(可選擇是否填寫)

學生和家長都表示津貼可以稍微減輕經濟負擔。

學生活動支援津貼運用報告
2020-21 學年

(一) 財務概況

A	本學年獲發撥款：	\$62,400.00
B	本學年總開支：	\$12,964.00
C	須退還教育局餘款 (A - B)：	\$49,436.00

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	9	\$ 7,742.00
學校書簿津貼計劃 — 全額津貼	2	\$ 1,180.00
校本評定有經濟需要	2	\$ 4,042.00 (上限為全學年津貼金額的 25%)
總計	13	\$ 12,964.00 〔註：此項應等於 (一) B「本學年總開支」〕

(三) 活動開支詳情

範疇	活動簡介	開支 (\$)	受惠學生 人次 ¹	基要學習經歷 (請於適用方格加上✓ 號，可選擇多於一項)				
				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1.1	本地活動：資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能（例如：實地考察、藝術賞析、參觀企業）							
語文								
地理	校外比賽報名費	140	1	✓				
其他學習經歷	課堂費用	4000	9	✓				

¹ 受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

範疇	活動簡介	開支（\$）	受惠學生人次 ¹	基要學習經歷 （請於適用方格加上✓ 號，可選擇多於一項）				
				智能發展 （配合課程）	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
...								
跨學科 （如：STEM）								
	第 1.1 項總開支	\$4,140.00						
1.2	本地活動：資助有經濟需要的學生參與多元化全方位學習活動，以豐富五種基要學習經歷（例如：多元智能活動、體藝文化活動、領袖訓練、服務學習、學會活動、校隊訓練、制服團隊活動、軍事體驗營）							
體育	球隊訓練	\$2,000.00	2			✓		
團隊訓練	校內組織活動費用	\$600.00	1		✓			
藝術	樂團訓練	\$6,224.00	2			✓		
	第 1.2 項總開支	\$8,824.00						
1.3	境外活動：資助有經濟需要的學生參與境外活動／境外比賽							
	第 1.3 項總開支							
1.4	資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備							
	第 1.4 項總開支							
1.5	其他							
	第 1.5 項總開支							
1.6	透過「一次性支援措施」支付因應 2019 冠狀病毒病疫情取消學習活動引致的開支							

範疇	活動簡介	開支（\$）	受惠學生 人次 ¹	基要學習經歷 （請於適用方格加上✓ 號，可選擇多於一項）				
				智能發展 （配合課程）	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
	第 1.6 項總開支							
	總計	\$12,964.00	15					

全方位學習聯絡人（姓名、職位）： 伍妙儀（校長）